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ABSTRACT

In an effort to clarify and elaborate on the International Reading Association's recommendations for professional preparation of secondary reading teachers and secondary reading consultants, competency objectives are presented in performance-based behavioral terms for secondary reading teachers and consultants. The objectives are stated in an "open-looped" or "open-ended" fashion. Concluding each objective is a list of readings which might serve as partial source material to help accomplish that objective. Competencies for the secondary reading personnel are listed as subskills under the four broad areas of diagnosis, classroom management, instruction in the components of reading, and study skills and teaching techniques. A bibliography is included. (VJ)

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Symposia IV: Preparing Specialists in Reading: The Secondary Reading Specialist

Speaker: Lou E. Burmeister, The University of Texas at El Paso

Topic: Training Secondary Reading Specialists

Summary:

I.R.A. has delineated the "Roles, Responsibilities, and Qualifications of Reading Specialists" in an effort to establish minimum standards for professional training of such personnel. However, a recent study (1968) reports that twelve states do not have certification requirements, and those states that do have requirements usually do not meet these criteria.

In an effort to both clarify the recommended preparation of reading specialists and upgrade such preparation, competency objectives of secondary reading teachers and consultants are offered in performance based behavioral terms. A selected bibliography is appended with cross-references to each objective, suggesting materials which might be studied to accomplish each objective.

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Symposium: Preparing Specialists in Reading

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Title: Training Secondary Reading Specialists

I.R.A. has delineated the "Roles, Responsibilities, and Qualifications of Reading Specialists"* in an effort to establish minimum standards for professional training of such personnel. However, a recent study reported by Kinder** in 1968 indicates that twelve states do not have certification requirements, and those states that do have requirements usually do not meet these criteria.

In an effort to both clarify and elaborate upon the recommended preparation of secondary school reading specialists and also to upgrade such preparation, the present paper is offered. Recommended qualifications for two types of personnel are discussed: for the Secondary

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*"Minimum Standards for the Professional Training of Reading Specialists," from I.R.A., Newark, Delaware

**Robert Farrar Kinder "State Certification of Reading Teachers and Specialists." Journal of Reading, October 1968, pp. 9-12.

Reading Teacher (SRT), whose major responsibility is working with students, and for the Secondary Reading Consultant (SRC), whose major responsibility is working with classroom teachers, other faculty members, the administration, and the community.

All recommended qualifications are stated as competency objectives in performance-based behavioral terms. The objectives are stated in an "open-looped," or "open-ended," fashion. Concluding each objective is a list of readings which might serve as partial source material to help accomplish that objective.

In no case should such a list be considered sufficient to fulfill the objective, for many other excellent readings are available, and other types of materials, such as tests, films, trade books and textbooks used by secondary students, other soft-ware and hardware must be examined. Also, other types of experiences are necessary in the preparation of reading specialists, including field experiences and/or practicum experiences. However, it is hoped that these suggested readings may serve a basic purpose in developing competent reading personnel at the junior and senior high school levels.

Discussed first will be suggested competencies of the Secondary Reading Teacher (SRT), followed by those of the Secondary Reading Consultant (SRC).

Secondary Reading Teacher Competencies

DIAGNOSIS

1.Standardized Silent Reading Tests. The SRT can name, compare and contrast at least three commonly used silent reading tests in relationship to (a) what they claim to measure, (b) how and what they measure in vocabulary, comprehension, and rate, (c) what the grade score means. And the SRT can explain why he would choose to use a particular test and which level of the test of his choice he would use with students reading well below grade level, at grade level, and well above grade level.

[5: S3 + 7 + 12: S4, C3, C5 + 16: pp. 172-74, 192-228 + 17: C7 + 21: C4 + 22: C4 + 32: S4 + 33: C5 + 44: Part 2 + 54: January, 1971, pp. 360-64]*

2. Standardized Oral Reading Tests. The SRT can administer, score, and interpret at least one of the commonly used standardized oral reading test batteries.

[5: C9 + 17: C8 + 33: C5]

3. Informal Reading Inventories. The SRT can design, administer, score, and interpret Informal Reading Inventories using books of various levels in one or more content areas. Using traditional criteria, the SRT can tell the frustrational, instructional, independent, and capacity levels of students.

[3: C1 #2, C3 + 6: C4 + 12: S3, C4 + 27: C5 + 33: C5]

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*"S" refers to "Section" in a book, "C" to chapter.

4. Informal Observations. The SRT realizes that diagnosis is on-going, and can observe students in relationship to level of achievement, skill needs, interests, and motives through teacher made tests, classroom observations, interviews, introspective-retrospective techniques, and parent conferences.

[3: C8 + 5: S3 + 6: C4 + 17: C7, C8 + 21: C10, C11 + 22: C4 + 35#8: C2, C9, C10 + 43: C2, C3, C4, C5, C6, C7, C10 + 48]

5. Reading Expectancy Related to Reading Achievement. The SRT can determine which students are making normal progress in reading in relationship to expectation and which students are disabled by using (a) the Bond and Tinker technique, (b) the Harris technique, or (c) another acceptable technique, such as one preferred by his school district.

[5: C4 + 6: C2 + 17: pp. 208-216 + 40: Part 3 + 43: C11]

6. Correlates of Reading Achievement. The SRT has an understanding of the importance of physiological, sociological, psychological, and educational factors which are correlates of reading achievement. The SRT demonstrates such understanding by (a) checking school health records, making recommendations for visual exams when necessary, checking cumulative records, having parent conferences, and demonstrating an awareness of community influences, and (b) by meeting students' interests and capitalizing upon them.

[5: Part 2 + 17: C9, C10, C11 + 18 + 33: C2 + 42: C6 + 43: C8, C9]

CLASSROOM MANAGEMENT

1. Individualizing and/or Grouping Students. The SRT can locate materials and/or design exercises or activities for the individualization of instruction, or for small group activities, in a classroom according to:

a) reading achievement level and skill needs of each student (facets of word attack, comprehension, rate).

[6: C5 + 17: C5, C6 + 18: C3, C10 + 20: C9 + 21: C13 + 22: C13 + 29: C6 + 32: S6, S7 + 41: C34, C35, C36]

b) interests of each student by using (1) individualized or personalized reading, (2) the unit plan, (3) projects, (4) work centers.

[6: C5, C14 + 17: C6 + 31: C7, C9 + 41: C37 + 49: C38]

c) social needs or desires to encourage sharing of (1) information and (2) interests.

[6: C5, C14 + 31: C9]

2. Class-wide Activities. The SRT capitalizes on opportunities for whole-class activities which will benefit all students by providing for such activities as (a) choral reading, (b) oral reading of plays, (c) teaching developmental skills, (d) broadening and enriching interests, (e) class discussions.

[6: C5, C14 + 29: C6 + 31: C7]

INSTRUCTION IN THE COMPONENTS OF READING

1. Vocabulary and Word Recognition. The SRT can locate and also design materials and activities for teaching needed word recognition skills, as revealed by diagnosis, and for an on-going developmental program in the following areas: (a) sight vocabulary at the word or phrase level, (b) context clues of various types, (c) morphology, or word structure, (d) phonics, and (e) dictionary use.

[1: C1, C2 + 5: C12, C13 + 6: C7, C8 + 10 + 16: S5 + 17: C13, C14,C15 + 19 + 20: C8 + 21: C5 + 22: C5 + 27: C9 + 32: S5 + 33: C6 + 40: Part 5 + 41: S4 + 42: C20]

2. Descriptive Linguistics. The SRT is aware of modern trends in linguistic thought, especially as it relates to (a) phonology, (b) morphology, (c) syntax, (d) semantics, and (e) respect for a variety of dialects - and the SRT can translate at least some linguistic findings to classroom practice and to respect for a wide variety of speech patterns.

[6: C8 + 14 + 16: pp. 100-106 + 26 + 34 + 36]

3. Diachronic Linguistics. The SRT makes students aware of the changing nature of language by demonstrating how (a) sound patterns of English have changed and are now changing, (b) syntax has changed, (c) meanings of words have changed and are changing, and (d) new words have entered our language.

[6: C7 + 14 + 25 + 34 + 36 + 37]

4. Comprehension. The SRT can locate and design exercises and activities covering the scope and sequence for teaching:

a) reading comprehension traditionally thought to be literal, interpretive, and critical-creative.

[1 + 3: C7 + 5: C11 + 6: C9, C10, C11, C12 + 9 + 16: S4 + 17: C6 + 20: C5, C6, C7 + 21: C6, C7, C12 + 22: C6 + 23 + 27: C11 + 33: C7 + 35#4: C5, C6 + 39: Part 5 + 40: S5 + 42: C5 + 48 + 49: S5]

b) the constellation of skills called "main idea - theme - sequence - anticipation" at the literal, interpretive, and critical-creative levels.

[6: C9, C11 + 16: pp. 181-190 + 28 + 35#4: C5, C7 + 38 + 42: C4]

5. Interests. The SRT reinforces, enriches, and extends student interests by (a) making available a wide variety of books and other written materials, (b) providing time for reading during school hours, (c) not asking too many questions, (d) providing students with opportunities for sharing ideas when they wish to, (e) reading to the class, (f) emphasizing success.

[3: C8 + 5: C10, C17 + 6: C1, C14 + 8 + 11 + 16: S11 + 17: C2, C17 + 21: C8, C11 + 22: C8, C10, C11 + 27 + 32: S9 + 35#8: C10 + 40: Part 4 + 42: C9 + 48 + 49: S4]

6. Rate. The SRT can, in most cases, teach effectively to the cause of slowness in reading and can also locate and design materials for

improving rate and flexibility of rate of reading. The SRT is aware of the uses of mechanical devices for rate improvement and can evaluate the strengths and weaknesses of the hardware approaches.

[5: C15 + 6: C13 + 16: S9 + 17: C18 + 21: C9 + 22: C9 + 41: S5 + 42: C14, C15]

STUDY SKILLS AND TEACHING TECHNIQUES

1. Directed Reading Activity. The SRT can effectively teach by using a DRA.

[6: C6 + 20: C3, C4 + 21: C12 + 22: pp. 333-337 + 27: C2 + 32: pp. 3-10]

2. SQ3R. The SRT can lead students in their use of SQ3R when using expository material, including content area textbooks.

[6:C6 + 16: pp. 175-180 + 27: C10]

3. Location of Materials. The SRT can teach students to use the library or instructional materials center effectively and to utilize skills in locating materials by using parts of books.

[6:C3 + 21: C7 + 35#4: C3, C4]

4. Use of Time. The SRT can help students in scheduling time for study purposes as well as in using time effectively.

Secondary Reading Consultant Competencies

In addition to being able to satisfactorily engage in activities commonly thought to be the duty of the Secondary Reading Teacher (SRT),

the Secondary Reading Consultant (SRC) is responsible for:

1. Philosophy of Reading. The SRC can work with the faculty and administrators of the school system, as well as with the community, in formulating a philosophy to guide reading instruction from K-12.

[3: C1, C7, C8 + 4 + 5: S1 + 6: C1 + 13: Part 2 + 16: pp. 13-27, S9, S11 + 20: C1, C2 + 22: C1, C3 + 24 + 29: C1, C7, C9 + 35#8: C2, C10 + 39 + 41: Part 1 + 42: C3, C16 + 46]

2. School-wide Program. The SRC can provide leadership in designing and implementing a school-wide reading program for reading classes and content area subjects.

[3: C11 + 5: C15 + 6: C15 + 13 + 16: S10, S12 + 21: C14 + 22: C7, C12, C14 + 27: C3, C6, C8 + 29: C9 + 30: S1, S4, S5 + 32: S1, S2, S8, S10, S11 + 35#2 + 35#6 + 40: Part 6, Part 8 + 43: Part 3, Part 4 + 46]

3. Range of Reading Achievement. The SRC recognizes the fact that the range of reading achievement in a typical classroom is 2/3rds the chronological age of the children. The SRC, therefore, can provide leadership in the selection of reading materials and techniques for teaching and grouping appropriate to this wide range of reading achievement in all classrooms.

[3: Part 2, Part 4, Part 5 + 6: C2 + 13 + 15: Part 2 + 22: C 2 + 29: C5, C6 + 30: S2 + 40: Part 2, Part 3 + 50: April 1968, pp. 429-36]

4. Research. The SRC can interpret research found in professional literature and can translate research findings to classroom procedures. Also the SRC can act as a leader in action research in the school system.

[2 + 18 + 29: C8, C11 + 53]

Summary

Competency objectives of Secondary Reading Teachers and Secondary Reading Consultants have been stated in performance-based behavioral terms of the open-ended type. A selected bibliography has been appended with cross-references to each objective, suggesting some reading materials which might be studied to help accomplish each objective.

Both the Secondary Reading Teacher and Consultant will benefit from examining and studying additional materials ofvarious types. Also, both will need field experiences and/or practicum training in reading.

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